**K-5 Math Lesson**

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| **Teacher:**  **Gardiner/Belcher** | | | **Grade: 2** | | | **Date(s)**: Unit 1-Task 2-Day 1 |
| **Unit Title: Understand Place Value(Hundreds, Tens, Ones)** | | | | **Corresponding Unit Task: Using the total number of each item in the school store inventory, represent each number multiple ways. Use base ten blocks, place, and number words.** | | |
| **Essential Question(s): 1. How do I compose (make) numbers up to 1,000? 2. How do you know the value of a number? 3. How do patterns help me skip count?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Place value mat to use on Elmo**  **Base ten apples**  **Number cards 0-9**  **Dry erase marker** | | **Student:**  **Place value mats.**  **Base ten apples**  **Number cards 0-9**  **Dry-erase marker**  **Each of these for every 2 students** | | | **value**  **Place Value**  **Hundreds- flat**  **Tens - rod**  **Ones - unit**  **digit** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1**  **Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.** | | | | | |
| **I Can Statement(s):**  **\*I can identify the places that a 3-digit number holds.**  **\*I can tell, given a digit, the place that a digit is in.**  **\*I can read a three-digit number orally.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  **Today we have been picking apples from Farmer Al’s apple orchard. They have been bundled into bags of 100 to send to grocery stores and boxes of 10 to send to schools. The single apples left over can be kept by us. Please help count the apples to be sure we are sending the correct amounts.** | | | | | |
| **Teacher Directed: Teacher will place the place value mat on the Elmo. Put 2-digit numbers of apples on the mat making sure the numbers go in the correct places. (27, 59, 64, 16) Review knowledge of ones and tens. Ask how many single apples there are in the one’s place and place the digit, putting the correct number in its proper place on the mat. Read the number aloud. Write the number in word form and read aloud. When children seem comfortable with 2-digit numbers, do the same with 3-digit numbers up to 999.** | | | | | |
| **Guided Practice: Teacher will write several 2 and 3-digit numbers on the board. The children will read the number aloud with the teacher. Then, they will place the number cards on the place value mat under the correct places and “build” the number with the apples.** | | | | | |
| **Independent Practice: Call out 2 and 3 digit numbers. Give the children time to “build” the numbers with their number cards and apples. Have them write with dry erase marker, the number in word form on the mat.** | | | | | |
| **Closing/Summarizing Strategy: Today we shipped many apples to grocery stores and schools. We also have many single apples left over to eat. Place the number of apple pictures on the Elmo that represent the number of children in the class. Use the number cards to build the number and then write it in word form. Tell them you have cut them up for a class snack. Give out slices of real apples.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Allow children who have a firm grasp of numbers to “teach” another child how to build numbers with apples and number cards.** | | | **Work with a small group on building and writing only 2 digit numbers and writing number words.** | | | **Have children keep a vocabulary dictionary for each unit with words, meanings, pictures, clues, etc. to use as a reference. Place words on math word wall and refer back to them daily.** |
| **Assessment(s): Teacher creates a checklist for each “I Can” statement. As children are building numbers, check off the skills each child does. Check + if mastered, Check, if almost there, Check – if not mastered.**  **Use a pencil for all checks except Check +. (Reads 2 digit numbers, Reads 3 digit numbers, Identifies the one’s, ten’s, and hundred’s place, builds 2 digit numbers, builds 3 digit numbers, writes word form for 2 digit numbers, writes word form for 3 digit numbers.)** | | | | | | |
| **Teacher Reflection:** (Next steps?)  **Center Ideas: “Place Value” from Ed Helper. Com**  **“Number Concentration” from CCWiki Match number form cards to number word,**  **Base ten representations, and expanded form cards.**  **“Birthdays” from CCWiki Children are given a list of class birthdays and represent**  **them in standard, expanded, and base ten form.** | | | | | | |
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